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ABSTRACT

Addressing the need for greater global awareness, public school educators have begun the infusion of global education concepts, such as interdependence, culture, community, and change into the curriculum. Global issues and problems, unique and universal human values, the world economy, and international organizations are stressed in the content of a typical global education program. This paper summarizes two universities' deliberate movements toward developing international understanding in future teachers. An overview is presented of the efforts at Iowa State University to provide students with an education that engenders understanding and appreciation of global cultural, social, economic, and political differences. Specific aspects of infusion of an international perspective into the undergraduate teacher education program are discussed. In a discussion on the infusion of global awareness into the teacher education program at Wittenberg University (Ohio), descriptions are given of two courses: "International and Comparative Issues in Education" and "Multicultural Education: Toward a Cultural Pluralistic Perspective." It is suggested that teacher educators should encourage the adoption of state requirements for certification that include international/global education and extend the score of international education beyond cultural concepts to include political aspects also. (JD)

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Infusion of International Perspectives into Undergraduate Teacher Education Programs

by

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Introduction

The United States is being drawn unrelentingly into the global community as the whole world becomes increasingly interdependent and interconnected. A long-overdue recognition of the interrelatedness of all people has prompted forward-thinking educators in the United States to include an international perspective in the curriculum of the 80s. Realities of our world demands a global approach to education if we are to prepare our youth adequately to live in the world of the 21st century.

The President's Commission on Foreign Language and International Studies (1979) highlighted the severe inadequacy of U.S. citizens in foreign languages and their ignorance of other cultures. The Commission sounded an alarm for educators to make an all-out attack on these two problems (Cortes, 1983).

Out of necessity our education systems are becoming more global in perspective. Addressing this need for greater global awareness, public school educators, notably those in the social studies, have begun the infusion of global education concepts, such as interdependence, culture, community, and change into the curriculum. Global issues and problems, unique and universal human values, the world economy and international organizations are stressed in the content of a typical global education program. The content ". . . is a naturalistic, holistic, interdisciplinary way of relating the knowledge, skills, attitudes and experiences young people will need to live in tomorrow's global community" (Swift, 1980).

Aiding public educators' efforts for global awareness, numerous private organizations provide resources and training. A prominent example is 'The Stanley Foundation of Muscatine, Iowa (in collaboration with Las Palomas de Taos, Taos, New Mexico) which publishes curriculum materials and conducts student and teacher global awareness workshops (Goldesberry and Drum, n.d.).

Recognizing that human issues are increasingly becoming global issues, a global approach to education is clearly needed. In fact, world realities demand such a perspective in education.

Pressures from the federal government and from private industry for people with an understanding of world issues and trends, with intercultural awareness and with foreign language skills, have prompted public, private, and higher education institutions to initiate more rigorous international/global education efforts in recent years.

Education has paid varying degrees of attention to international education for the last three decades. During the 1960s and 1970s when world issues were central to the liberal political era, International Education harvested rewards from available seed money for curriculum development. With the swing of the pendulum to more conservative political times--many funding channels for international education dried up, leaving international education funding secondary to what was considered more fundamental--reading, math, science and even computers. But the interdependency of the world as well as professional associations and accrediting agencies refused to permit international issues to slip into obscurity. These associations and agencies unwaveringly ask teacher preparation programs 'how and where their programs are providing international awareness and knowledge to future teachers?' Hence it is imperative that teacher preparation, especially foundations, carefully analyze and evaluate successful strategies to infuse international understanding into the knowledge, skills and values of pre-service teacher education programs.

Most teacher preparation programs are designed around a triad of courses. The triad consists of methodological coursework, foundational courses and field experiences. This paper will relate how each of these three components have been effected by international infusion at a

large state university and s smaller liberal arts institution.

A Perspective on International Education from A Large State University

Although universities across the country have had campus-wide international student programs and services for years, the inclusion of an international perspective in teacher education is a relatively new phenomenon. With the advent of national and state mandates for multicultural/ethnic teacher education in the 1970s, came a growing awareness of the cross-cultural and international dimensions of such reform movements. As Carlos Cortes (1983) indicates,

> Most educational reform movements in the U.S. operate independently of one another. . . But some of these movements share enough natural links to make possible - and even to require - mutual reinforcement through curricular cooperation and other means. Multiethnic education and global education are two such eminently compatible reform movements (p. 568).

Following is an overview of the efforts at a large state university to provide its students with an education that engenders understanding and appreciation of global cultural, social, economic, and political differences. Thereafter, specific aspects of infusion of an international perspective into the undergraduate teacher education program will be discussed.

Iowa State University's International Commitment

Iowa State University is a broad-based university of international stature. The majority of

its students are from Iowa, but every state and more than a hundred foreign countries are represented in the student body. Chartered by the Morrill Land-Grant Act of 1862, ISU has increased from a graduating class of 26 to one of 4,500. Currently, there are 26,000 students and a faculty of 2,000.

ISU is the oldest land-grant university in the United States. It is located in Ames, Iowa, 32 miles north of Des Moines, the state capital. Since its founding on March 22, 1858, ISU has pioneered in the development of teaching, research, and extension programs related to not only the state of Iowa's agricultural and socioeconomic development but also to development of the nation and the world. Adapting the land-grant philosophy to the changing needs of the twentieth century, ISU has broadened its concern with economic, ethical, cultural, political, and environmental factors, affecting the livelihood and well-being of the world's people. Approximately 40 percent of ISU faculty members have worked on international projects, many of them in Latin American, African, and Asian countries.

ISU is an international university. More than 12 percent of the American students have worked, studied, or traveled overseas. Over 800 faculty members have studied, taught, conducted research, or served as consultants abroad. Approximately 2,600 foreign students and visiting faculty and staff from over 100 countries are on campus. More than 200 ISU students participated in ISU-sponsored study-abroad programs in 1984-1985. The university's international interest is reflected in much of the course content, research, and overseas activities of its colleges and departments.

Administrative Support

Last March, in his inaugral address, ISU President, Gordon P. Eaton, emphasized that

international education and global awareness are being given high priority in his reorganization plans (Whiteford, 1987). The visible commitment to international education has had a positive impact upon foreign students. The university recognizes foreign students as a valuable resource, welcoming their participation as cultural informants in interdisciplinary courses and as language instructors for special study-abroad programs. The university's Office of International Education Services coordinates a wide variety of programs and services to help foreign nationals achieve their educational goals at ISU. Among these programs is the Intensive English and Orientation Program, a full-time course of instruction that prepares international students for American colleges and universities.

The College of Education's International Commitment

The College of Education houses a complete teacher education program, an Instructional Resources Center, five computer laboratories, a Research Institute for Studies in Education, and an International Education Programs Office. Links with the nearly 500 Iowa school districts provide an excellent atmosphere to build supportive relationships, sister schools and other international exchanges. There are 72 students from 18 countries in the College of Education. International students are enrolled in all academic departments within the College of Education.

Administrative Support

The International Education Program Office coordinates and facilitates a variety of international programs and activities. This office has established linkages with National Taiwan Normal University; College of Arts, Science and Technology. Jamaica; Universidad Americana. El Salvador; Monterrey Institute of Technology. Mexico; and Hebei University, China. The College of Education has also been supportive of international projects in Nigeria, Honduras,

and in the Yucatan Peninsula, Mexico. A Fulbright-Hays Study Group Abroad project will be funded by the U.S. Department of Education for 14 Iowa educators to study for six weeks in Hebei Province, China during 1988. Participants will prepare culture kits and curriculum materials to share with Chinese educators.

A Global Education Newsletter is published each semester to inform faculty and students about international education, and the Iowa Global Educators Student Association provides an avenue for students to establish international relationships while at Iowa State University.

Other ways that undergraduates may gain an international perspective at ISU are to: 1) attend seminars and lecture series presented by visiting international researchers and scholars, 2) enroll in courses that have an international orientation, such as foreign languages. In addition, courses with international dimensions are offered through the Technology and Social Change interdepartmental minor and University Studies program, 3) select a secondary major in International Studies, 4) participate in an international prestudent teaching experience, 5) chose to do student teaching abroad, and 6) investigage other available study-abroad and student exchange programs.

Departmental Efforts, Support and Personnel

As indicated earlier, the College of Education International Education Program Office is extensively involved in numerous projects which promote global awareness--both among students and faculty. The director works with faculty to inform and involve them in international education opportunities, such as the study in Hebei Province, China mentioned earlier.

Direct involvement of faculty in international education projects is largely by individual

choice of the faculty member who seeks grant funding from outside sources, such as the U.S. Information Agency or the U.S. Department of Education. Departmental support for a faculty member whose grant proposal is funded comes in the form of partial released-time from the regular teaching/research/service "load" of that person.

Special Projects. Many faculty members in different departments have opted to get involved in international projects by writing grant proposals and/or by conducting student trips abroad to make cross-cultural comparisons of educational systems. An example, is this writer's sponsorship of a prestudent teaching international experience (El Ed/Sec Ed 280F) in the Yucatan, Mexico where students visit and observe in public/private and rural/urban schools and also visit cultural and archaeological sites in the country. The semester prior to the nine-day trip the students attend Spanish language classes and seminars on the culture of the Yucatan. While on the trip in early January, students keep a daily log of their observations in the schools and at the cultural sites.

A second international project which the writer directed is the Central American Program of Undergraduate Scholarships (CAMPUS) for 15 Honduran students in secondary math and science education. The project was funded by a grant ($431,996) from the U.S. Information Agency for 20 months from January 1986 through August 1987. The funding was authorized by Congress under the Fullbright-Hays Act with the purposes of: 1) building lasting links between the U.S. and Central American nations, 2) improving the range and quality of educational alternatives for Central Americans of limited financial means ("non-elite socioeconomic backgrounds"), and 3) matching educational opportunities with skill shortages in Central America.

While at ISU the 15 upper-level undergraduate Honduran students completed 25 credit hours of coursework in mathematics, physics, biology, chemistry, teaching methods and pedagogical seminars. Prior to enrollment in academic courses, the students completed an eight-month Intensive English and Orientation Program (IEOP).

During their stay in Iowa, the Honduran students also visited and observed mathematics and science classes in area high schools. Supporting the cross-cultural exchange purpose of the project, the students performed their traditional dances, in costume, at numerous schools throughout the state and at international events on campus and in the Ames community.

Other features of the project which gave the students a broader view of education and culture in the U.S.A. were a host-family friendship program, weekend homestay experiences, and field trips. Some of the field trips included: a three-day stay with a typical Iowa farm family, a week at the Springbrook Science Camp in Iowa and a week at the Keystone Science School in Keystone, Colorado. Some of the students attended the state conferences for math and science teachers held in Spring 1987.

Rounding out the program and facilitating the students' successful return to Honduras, a one-week Reentry Workshop was held in Las Cruces New Mexico at the end of May.

Infusion in Teacher Education Program

Foundations Courses. In the required course, "Social Foundations of American Education," students have cross-cultural and multicultural reading assignments; discuss equity issues, and learn about human relations aspects of teaching. The second required foundations course is "Multicultural Nonsexist Educational in the Classroom." Foci for this course are: culture, pluralism, social change, intercultural understanding and communication. Activities and

assignments are designed to expand students' cultural literacy and international awareness. The course emphasizes an interdisciplinary, holistic approach to education in pluralistic societies. In the third required foundations course, "Principles and Issues of Secondary Education," a human relations component is included.

Methods Courses. Methods courses for the various disciplines are taught in the secondary majors' homes colleges, thus the College of Education faculty has no direct in-put nor specific knowledge about the amount or degree of international or multicultural infusion into these courses. However, two methods courses are taught in the College of Education which have global implications and content: "Ethnicity and Learning" and "Methods of Teaching Foreign Languages."

Electives. Iowa law requires that an "additional course" be taken by students to satisfy the human relations requirement for certification. Many of the approved course selections have international/cross-cultural implications (i.e. "Cultural Anthropology," "Child Rearing Within/Across Cultures," "Cross Cultural Issues in Counseling," "Ethnic and Race Relations," "Sex Roles in Modern Society," and "Economics of Discrimination").

Professional Growth Component. Performance Element Modules (PEMs) are computer-based modules that summarize important information about the knowledge, skills, and attitudes needed by teachers and provide some "practice" activities. Out of the 50 PEMs developed so far, eight to ten are on multicultural nonsexist education topics and have implications for international education.

Practica/Field Experiences. Undergraduates in teacher education may gain cross-cultural, multicultural experience by participating in three Prestudent Teaching courses: 1) "Native

American Tutoring" offers an opportunity to tutor Native American Indian elementary and secondary students at the Mesquakie settlement at Tama, Iowa, 2) "The International Student" course allows the student to visit and assist in a school in a foreign country. (discussed earlier under Special Projects, experience in Yucatan, Mexico.) 3) "The Urban Prestudent Teaching Experience" is designed to give the student experience in urban settings with multicultural student populations and may include a practicum at the Cooperative Urban Teacher Education Program in Kansas City, Kansas.

Student Teaching. Alternative student teaching opportunities that provide multicultural, cross-cultural and/or international experience are: 1) The Cooperative Urban Teacher Education (C.U.T.E.) Program in Kansas City. Emphasis is on human relations, including non-sexist multicultural approaches for teaching, and 2) Oversees Placement arranged through Moorhead State University, Moorhead, Minneapolis. Preceding the overseas assignment (usually in English-speaking countries in Europe or South America), students complete a half semester of student teaching in Iowa.

These two alternative student teaching opportunities were cited in the Elementary Education Department's External Review Committee Report (1986-87) as providing teacher candidates with excellent, unique field experiences.

Conclusion

While both multicultural/ethnic education and international education have had a mixed reception in teacher education programs, efforts must be continued to infuse them with the common goals of both reform movements. Cortes (1983) concurs with this statement by stating these common goals for teacher educators to work toward:

> . . . to improve intergroup and global understanding and relations
>
> . . . to improve intercultural communication
>
> . . . to reduce stereotyping and
>
> . . . to help students comprehend human diversity without losing sight of the traits that all people share (p. 269).

Social, political, and economic interrelatedness, as well as increased sophistication of global communications, require that nations and their education establishments shed their ethnocentrism and reach out to others who are different, not only for economic reasons but ultimately, for the sake of human survival. As Senator J. William Fulbright said so well, "Education is a slow-moving but powerful force. It may not be fast enough or strong enough to save us from catastrophe, but it is the strongest force available" (cited in Brademas, 1987).

A Perspective on International Education for A Small Private Institution

Wittenberg University has a history of commitment to international education. Founded in 1845, Wittenberg is a Lutheran-related, independent, undergraduate, liberal arts school, located in Springfield, Ohio, a city of approximately 80,000. Wittenberg's 2,4000 full-time, residential students come from 33 states and some 13 countries and represent widely diverse cultural, ethnic, and religious backgrounds. The students are an academically select composite (their mean SAT scores are: V-484, M-535; their mean ACT score is 22; and their mean high school GPA is 3.3). Wittenberg offers 19 academic departments, two interdisciplinary emphases, including Russian Studies, Future Studies, and Urban Studies. The University's

faculty are accomplished scholars committed to undergraduate teaching.

The development of international education at Wittenberg results from more than a decade of growth rather than from a single, systematic plan. It represents a long-range, flexible, and sustainable curricular orientation (Chatfield, 1983).

The Education Department contributed to the growth of international education at Wittenberg. The Department believed that public school teachers must have the opportunity to develop an international perspective.

Four years ago the Education faculty set about developing a departmental design for international exposure in courses and activities of the department as a whole. The major goals were: a) to increase awareness of international issues in courses prior to student-teaching of pre-service teachers and b) to establish international student-teaching experiences with close institutional collaboration and accountability. To summarize the Education Department's procedure the following topics will be covered: I. University Administrative Support, II. Department's Support, III. Financial Support and Personnel IV. Infusion in Courses.

University Administrative Support

As mentioned previously, Wittenberg has a history of University wide support for international education. Indispensible to the success of the Education's Department's international program has been the support of the University administration and the help of persons already involved in international programs, particularly the University's director of the office of International Education. This statement is offered not merely to give credit and appreciation to those who have helped us, but rather to affirm that we have become unequivocably convinced that such resources and support are necessary for the success of an

Education Department if any small college which hopes to generate a program of such magnitude and complexity. Specifically, in times of tight budgets and shrinking programs, it takes a great deal of courage for university administrators to commit such support to programs expanding rather than restricting curriculum.

Department Support

The Education Department elected an 'International Subcommittee' that constructed a framework for action. The Department decided that only an infusion model, wherein global understanding permeated all courses, would be acceptable. In addition the Department endorsed specific courses designed for international and multicultural recommended as electives available to all students (these courses appear in a later section). Participation in international 'field experience' was limited to 'international student teaching.'

Because of the Department's strong support and desire to promote a meritorious program, the Department invited three nationally known specialists in international education to assist in structuring the new program.

Financial Support and Personnel

To make the desired international goals attainable, proper resources and facilities must be available. The preservice teacher education faculty was able to achieve its goals through funding from a Title IV Grant, The University Education Office, and other University support. (The Director of International Education received the Title VI Grant for the University as a whole. One sector of the grant, however, had been proposed for Education Department use.) Through careful and deliberate work, the Education faculty used the money to realize its goals. University support will sustain the project.

The Education faculty was the major variable that made the project possible. Each member of the faculty gave attention to the international goals. The Department members were responsible for putting global concepts into their course content. The Education faculty also attended three workshops on 1. global awareness, 2. multicultural education, 3. East Asia. Guest speakers were coordinators of the two workshops, and the East Asian Department on Wittenberg's campus was responsible for the third. The Wittenberg University faculty-at-large was involved both as visiting speakers in education courses and as instructors in "global understanding" courses.

The four selected international student teaching sites provided personnel for exchange programs and visitations. Since the cooperating international schools were informed about Wittenberg's Education program, collaboration on the program is continual.

Infusion in Courses

The department sought to strengthen the international dimension in all aspects of professional pre-service teacher education. As stated earlier, the department was also committed to a general principle of infusion. Therefore, the department moved to develop three concurrent curriculum emphases: 1) to establish two courses, "International and Comparative Issues in Education" and "Multicultural Education: Toward a Cultural Pluralistic Perspective"; 2) to assist faculty in developing global units in existing courses; and 3) to support student selection of courses outside the Education Department that developed global awareness.

As a step toward infusion, the Department moved to establish the two elective courses for global understanding. One course, "International and Comparative Issues," was developed to allow students to examine various societies through historical, religious, political, economic,

societal, geographic and educational perspectives. Emphasis was placed on relating those societal factors which influence change in developing and developed countries to those societal forces which affect change in educational institutions.

The other course, "Multicultural Education: Toward a Culturally Pluralistic Perspective," focused on a) the rich cultural mosaic of the United States and b) those foundations of knowledge, skills, and attitudes necessary for multicultural teaching competencies. The central goal of the course was to have the students living, functioning and teaching effectively in our pluralistic society.

These two courses were essential in establishing an international perspective but were by no means the total curriculum thrust. The Education faculty developed units in existing courses to emphasize knowledge, skills, and attitudes in global awareness. The faculty selected those global concepts which related to their course and developed units or lessons around them. (Example: In "Reading Methods," international storybooks and adventures were presented; in "Math Methods," international measurements were addressed, etc.)

The third curriculum component of the program was the requirement that education department students take course work in an area entitled "Other Cultures." These courses, offered in several departments, promote global awareness and understanding. Students may fulfill this requirement either by taking a course in cultures foreign to their own or living experiences outside their own. Courses or experiences in minority cultures in the United States may be substituted if the requirements promote a reorientation perspective in students.

Project planners also explored requiring a practicum on international student teaching. Student teaching overseas has long been a tradition at Wittenberg, but the Department members

were disenchanted by the lack of their direct involvement in placement and supervision. To ensure a clearer understanding of both Wittenberg's goals in pre-service international education and those of the international schools, a plan calling for site-selection research and visitation was designed. Because of thorough research and the on-site visits, the Department successfully offers international student teaching at three foreign locations.

In Conclusion

Movements to infuse international dimensions into pre-service teacher education are not always swift or without setbacks. But surely the necessity to produce internationally acute teachers is worthy of the time and effort given to such programs. Our students and those who employ them are not only aware of the dimensions of global issues but also more insistent that these issues be addressed in our schools. Without proper preparation teachers cannot assist others in world awareness. As Klassen and Leavitt (1982) suggest:

> The nation's teacher educators must play an important role in incorporating the current understanding of the globe, in all of its unity and diversity, into the substance of education. They must create learning environments that encourage exploration of alternative ways of coping with global complexity (p. 4).

This paper has summarized two universities' deliberate movements toward developing international understanding in future public school instructors. Further concerns of teacher educators desiring to incorporate international perspectives into pre-service training are: 1) encouraging the adoption of state requirements for certification that include international/global education and 2) extending the scope of international education beyond

cultural concepts to include political aspects also.

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